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ABSTRACT

Designed to provide information for those who make decisions about staff development at the school district level as well as for those responsible for implementing school-site programs, this monograph is based on the premise that an integral part of any school improvement effort is an organized, sustained, and comprehensive program of staff development. The first chapter discusses the rationale for a staff development program, cites recent legislation that promotes staff development, and presents categories that might be considered for the content of a staff development program. The second chapter covers the management aspects of staff development, suggests ways school districts and schools can develop a coordinated system, outlines administrative responsibilities, and describes the processes and activities that take place in quality programs. The final chapter treats strategies and criteria for program evaluation and poses questions that might be asked to determine whether or not a school district has the structure necessary for maintaining a comprehensive staff development program. (Author/WD)

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A Monograph on Staff Development

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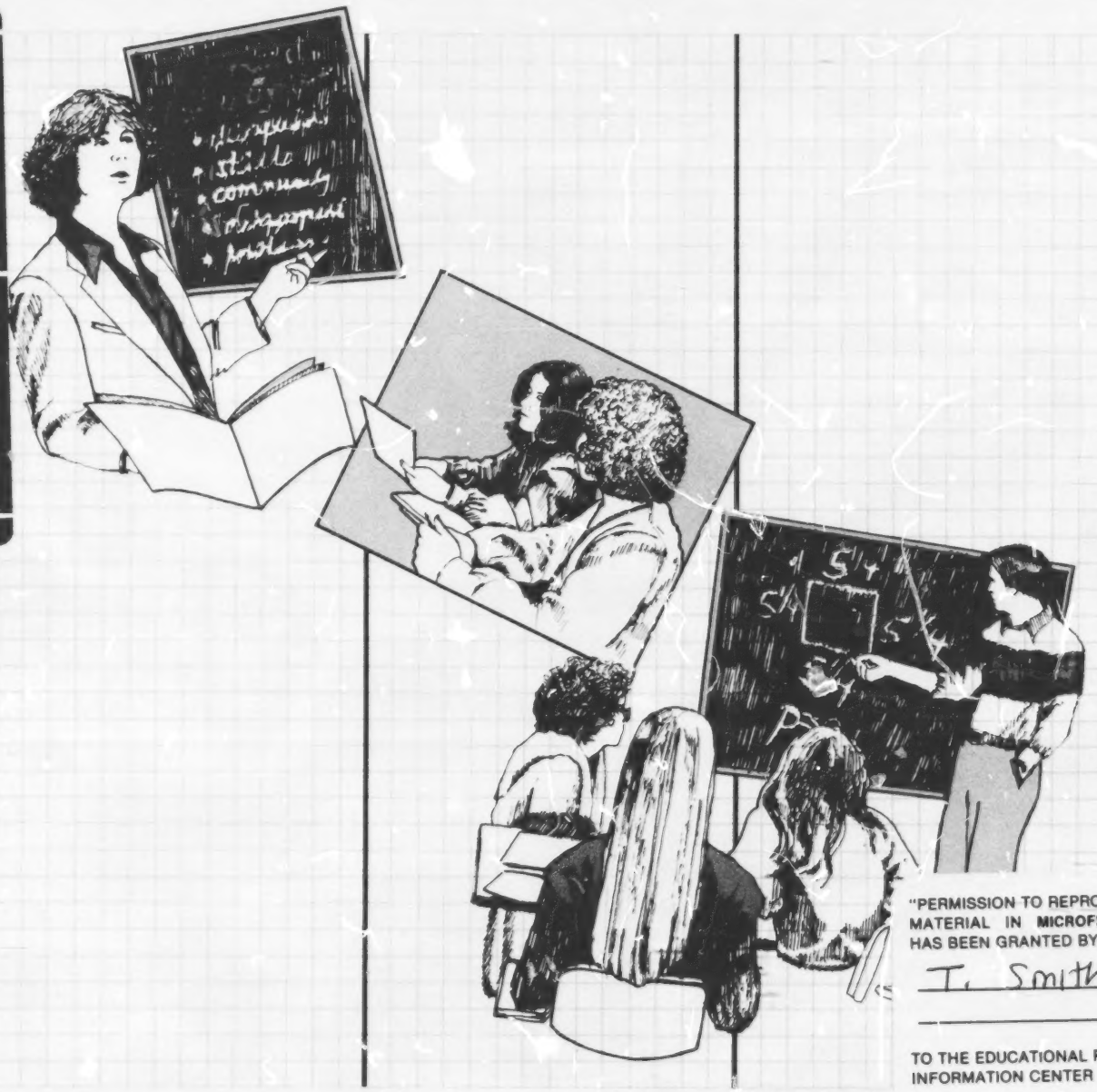

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A Monograph on Staff Development

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During the past three years, many people have worked in a variety of ways on the development of this publication. However, a group that met on the Asilomar conference grounds in Pacific Grove, California, in March of 1979 was most instrumental in the development of the monograph. Emerging from that meeting were many of the concepts that are now the substance of this document. The following persons participated in the two-day session at Asilomar, and I am very grateful for their contributions: Joe Dear, David Gordon, Gerald Hamrin, Wendy Harris, Bernice Medinnis, Karl Murray, D. J. Peterson, Carl Schmitthausler, Ernie Stachowski, Robert Stahl, Barbara Stokely, Yvonne Strozier, Keith Ward, Linda Webster, John Williams, Miles Williams, and Kathy Yeates.

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WILLIAM E. WEBSTER
Director, Office of Staff Development

Introduction

Many elements help to bring about improved student achievement, including such obvious elements as new teaching techniques, better materials, a good school climate, and effective staff development. Although no one element can ensure improved student performance, together they should contribute to better teaching, which is the key to improved learning. Staff development, however, is recognized as part of any overall improvement effort and is the subject of this publication.

This document contains information not only for those who make decisions about staff development at the governing board and school district levels but also for those who are responsible for designing and maintaining district and school-site programs of staff development. For the decision makers, a rationale for staff development is included; and for program developers, content, processes, and management strategies are outlined. For both groups, evaluation information is set forth.

The underlying theme of this publication is the premise that, as with any organization, successful schools must work continually to improve themselves, as set forth in Assembly Bill 65 and Assembly Bill 551.[1] An integral part of any school improvement effort is an organized, sustained, and comprehensive program of staff development.

Although the need for staff development is well recognized, as evidenced by the legislative mandates and changing social conditions, staff development has not always been a high priority for school systems. For example, Dan Lortie points out in his book, *Schoolteacher*, that school systems have seen themselves more often in the role of educating young people than in training their professional staffs.[2] And according to a State Department of Education study, "There is at present no ongoing, flowing, smoothly operating staff development organization in place in the state."[3] A study completed by the National Association of Secondary School Principals could also be interpreted as further evidence that staff development is not given a high priority by school systems.[4] The lack of comprehensive training programs for the building principal was also a conclusion of an Assembly Education Committee's report in 1978.[5]

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[1]AB 65 is the California school improvement bill that calls for staff development in carrying out the provisions of that law, and AB 551 is the California law that focuses entirely on staff development in the schools.

[2]Dan Lortie, *Schoolteacher: A Sociological Study*. Chicago: University of Chicago Press, 1977.

[3]*Recommendations for the Evaluation of Staff Development in California: Report of a Preparatory Study*. Sacramento: California State Department of Education, 1979, p. 7.

[4]*Senior High School Principalship*. In three volumes. Reston, Va.: National Association of Secondary School Principals. (Vol. I: *The National Survey*, Edited by Thomas F. Koerner, 1978; Vol. II: *The Effective Principal* by Richard Gurton and Kenneth McIntyre, 1978; Vol. III: *The Summary Report* by Lloyd McCleary and Scott Thompson, 1979.)

[5]*The School Principal: Recommendations for Effective Leadership*. Prepared by the Assembly Education Committee's Task Force for the Improvement of Pre- and In-Service Training for Public School Administrators. Sacramento: California State Assembly, September, 1978.

In the first chapter of this monograph, the rationale for staff development is presented along with a discussion of the continuing need for staff development; citations are also given of recent legislation that highlights staff development as an important part of school improvement efforts. The categories that might be considered for the content of a staff development program are also presented in Chapter 1.

In the first part of Chapter 2, the management aspects of staff development are discussed, with suggestions on how school districts and schools might carry out a coordinated system of ongoing staff development. Some administrative responsibilities of personnel at both the district and school levels are outlined. The second part of Chapter 2 is concerned with the process of staff development, and a series of activities that take place in quality programs of staff development are listed.

In the final chapter of this monograph, the analysis and evaluation of staff development are discussed. The analysis section deals with the overall system and structure of staff development, and it poses the kinds of questions that must be asked to determine whether or not a school district or school has the structure necessary for maintaining a comprehensive program of staff development. The evaluation section is concerned with determining the outcomes of discrete programs of staff development, and this section describes strategies and criteria that should be of assistance to those with staff development evaluation responsibilities.

The purpose of staff development is to improve the effectiveness of instruction in order to promote student achievement in a wide variety of basic, academic, personal, social, and career skills and competencies.

Chapter 1

The Rationale for Staff Development and the Focus of Program Content

Schools are only as effective and efficient as the individuals who work in them. For teachers, principals, and aides to be maximally effective in their very important roles, they must not only be aware of the latest developments in their respective fields but also use those developments to upgrade their skills. The system that can ensure such awareness and that can help school staffs expand their skills is a well-organized, smoothly flowing, ongoing program of staff development that makes each member of the school staff an active participant in the program.

Legislative Mandates for Staff Development

The importance of staff development has been recognized in recent federal and state legislative measures designed to improve schools. Assembly Bill (AB) 65, the legislation that authorizes a statewide effort in California to improve the overall quality of local education practices, calls for the development of appropriate training programs to assist participants in carrying out school improvement efforts. AB 551 also is aimed at improving schools, but local school-site programs implemented under this statute are focused on the staff development phase of such school improvement activities.

Public Law 94-142, a federal measure, and AB 1250, state legislation, provide for educational programs for students with exceptional needs, and both measures recognize that the substantial changes called for in the education of these students also require programs of staff development. ESEA Title I recognizes that certain groups of youngsters have special learning needs that call for special approaches, and ESEA Title I provides for staff development activities. Programs established under the provisions of ESEA Title VII and AB 1329 are designed to meet the needs of limited- and non-English-speaking youngsters; and both the federal and state measures call for staff development. In addition to the well-known federal and state laws cited above, a recent State Department of Education study disclosed that 40 other state and federal programs call for some form of staff development.[1]

General Rationale for Staff Development

Besides the legislative mandates cited, certain additional factors call for continued training of all school personnel. For

[1] *Recommendations for the Evaluation of Staff Development in California.* Sacramento: California State Department of Education, 1979.

example, declining enrollments have meant that fewer new teachers, with accompanying new techniques and strategies, have been entering the field. As another example, the increased use of aides and volunteers has meant that these individuals and the teachers working with them have had to be trained. Important new findings in the field of pedagogy would often go by unnoticed without staff development programs. Further, constantly changing community environments create needs for continued staff education in order for schools to be responsive to the needs of changing student populations.

"Staff development" is ongoing education and training activities which are planned, carried out, and evaluated for the purpose of improving job-related skills.

On a broader level, continuing sociological and technological developments are changing the environments of all institutions, whether they be schools, factories, or families. For those working in schools or school districts to understand and cope with broad issues emerging in society, it is necessary that time and effort be spent analyzing and discussing these major trends and their impact on schools and learning.

Definition of Staff Development

A question often asked is "What is staff development?" And no simple, one sentence definition can answer that question. However, the regulations accompanying AB 551 give the following comprehensive definition:

> "Staff development" is ongoing education and training activities which are planned, carried out, and evaluated for the purpose of improving the job-related skills of principals, teachers, instructional aides, classroom volunteers, and other student support personnel who regularly serve students in kindergarten through grade twelve. Staff development includes training and education in the following areas:
>
> (1) Program planning, development, implementation, and evaluation;
> (2) Disciplines or bodies of knowledge;
> (3) Instructional skills and abilities; and
> (4) Human development and counseling skills.
>
> The purpose of staff development is to improve the effectiveness of instruction in order to promote student achievement in a wide variety of basic, academic, personal, social, and career skills and competencies.[2]

The accepted legislative definition for staff development is quite broad, and actual training activities can take many forms—the more traditional, of course, being workshops, lectures, and seminars. Staff development can also be a group of faculty members who analyze a school-site plan and, thereby, develop greater insights about themselves and gain greater knowledge of the problems confronting the school as a whole. Since staff development is seen not only as a need of the individual but also as a total organizational need in school improvement, a comprehensive school-site program of staff development is made up of a great variety of activites that meet both the individual's and the total organization's needs.

[2]California Administrative Code, Title 5, Education, Section 4100.

The Focus of Program Content

With a growing recognition of the need for staff development as part of the effort to improve education for youngsters, determining the exact content of such programs is a major consideration of those responsible for such activities. A common complaint about many training programs is that they do not deal with the issues and problems teachers confront in the classroom. Therefore, a general rule is that those who receive the training should help plan, implement, and evaluate the training. The need for such participation is buttressed in AB 65 and AB 551, both of which call for school-site groups to be involved in organizing the schools' staff development activities.

As participation is key to planning a training program, so are a clear focus and clearly established outcomes of the program. It is imperative to establish a definite focus for a staff development program, because with the proliferation of demands related to subject matter content, pedagogy, and group process skills, it would be easy for programs of staff development to become diffuse, fragmented, and directionless. The key to determining the focus and content are the goals established as part of the overall school improvement effort.

As discrete activities are developed for staff development, a variety of areas can be explored. For example, studying various possibilities for content of a staff development program has a two-fold effect: (1) it establishes more closely an overall rationale for all staff development; and (2) it helps to focus discrete activities on a particular area.

Outlined below are eight areas that a faculty-at-large or those responsible for staff development may wish to examine as they begin to think about the content and direction of their own staff activities. These areas should be seen simply as indicators, and faculties will, of course, want to examine certain areas more deeply than others, depending on their school, community, and individual staff needs. By examining in detail these and possibly other areas, staffs will be able to build programs that uniquely meet their needs:

1. Knowledge of disciplines. Almost no major discipline, particularly in the physical and natural sciences, has not had some new development in recent years. This is equally true in social studies, as new interpretations of past events continue to emerge. New findings have also emerged in the teaching of reading and in vocational education. In this age of changing technology, keeping up with one's discipline, regardless of the grade level, is an area that warrants continued attention.

2. Instructional skills. With the development of new research and more sophisticated educational tools, many avenues are available for upgrading one's teaching skills. The growing emphasis on bilingual education and the increased introduction of youngsters with exceptional needs into the regular classroom, too, call for unique teaching skills that have not been part of the typical teacher's training program. Often, pre-service training efforts have been minimal, because it is assumed that the neces-

Those who receive the training should help plan, implement, and evaluate the training.

sary learning will occur "on the job"; too often this on-the-job training has not materialized.

Recent studies point out that very few school faculties in the country have well-designed and ongoing programs for upgrading classroom teaching skills.[3] Most teachers are not part of a system in which instruction is viewed and analyzed by others who are also capable of making observations that will aid teachers in improving their skills and expanding their teaching strategies. Teachers who are a part of designing such a system and who understand its intent as broader than traditional programs of evaluation have found organized programs of peer analysis and support to be very useful in improving instruction.

The involvement of parents, volunteers, and aides as participants in the educational process has created the need for newer management skills.

3. Community knowledge. Very few stable communities exist in California today. Constant shifts in population often introduce whole new culture groups with different views of education. Schools must be aware of these population dynamics, and they must learn how to deal successfully with the changing environment. Schools may also have to assess their communities' needs to determine how the environment is changing; and then curriculum content and methods of teaching may have to be altered to reflect the needs of a changing community.

4. Organizational knowledge. Besides knowing their student and community environment, school personnel have to be familiar with their organizational environment. A good school is also a healthy organization with a sense of community, openness, and mutual trust; and practitioners and researchers have learned that this environment does not happen accidentally. To attain or maintain a healthy organizational climate, a staff must gain an understanding of organizational behavior and develop the skills necessary to work effectively in an organization. An understanding of what makes a good organization and what type of organizational behavior can be expected during the process of change are important factors to think about in any school improvement effort.

5. School program management skills. As part of the school improvement effort, many new activities have been introduced into the management of today's schools, such as school-site planning, program development and implementation, and evaluation. The involvement of parents, volunteers, and aides as participants in the educational process has also created the need for newer management skills that may not be part of a teacher's or principal's previous training. A part of a school improvement effort may well be concomitant training in program management techniques. The staff may need training in how to develop a program, how to implement it, how to evaluate it, and how to work with the expanded clientele who now participate in these activities—the aides and volunteers.

6. Group process skills. School-site planning and program development involve people working in groups, and few organizations have experts with group decision-making skills. Those people working on the planning and program development

[3]See footnotes 2, 3, 4, and 5 in the Introduction section of this monograph.

may need some training in how to arrive at consensus and, thus, to avoid conflicts that split a group into unworkable, unproductive factions. Training may be necessary for the group to know how to identify a problem and to take steps to resolve it, while at the same time maintaining a cohesive school community with a healthy climate.

7. Human development and counseling skills. Two of the most important roles for the teacher or principal deal with human development and counseling skills: (1) managing the interpersonal actions between the teacher/principal and the individual student; and (2) establishing and maintaining a classroom or school environment that nurtures education. These same skills are also needed in dealing with colleagues and parents. Although most teachers and principals probably took a course in psychology in basic teacher training, many of them do not have adequate human development and counseling skills. Perhaps additional training will be necessary to help them develop these important skills.

8. Changing principal's skills. The principal, too, has a recognized need for training programs. The changing skills needed by the principal to lead today's schools were pinpointed by the California Assembly Education Committee's Task Force for the Improvement of Pre- and In-Service Training for Public School Administrators, and a recommendation of the group was the establishment of programs of staff development aimed specifically at the principal.

In its report the committee reported that:

> Research and experience with successful California programs confirm what many administrators knew all along—effective professional development for principals is:
>
> 1. Systematic, concrete, and relevant to an administrator's responsibilities on the job.
> 2. Ongoing and individualized.
> 3. Flexible and able to be changed as needs change.
> 4. Conducted when participant energy level is high.
> 5. A system which makes full use of existing human, fiscal, and material resources, including the energy and experience of school principals, university faculties, and business and professional associations.
> 6. An integral part of school district policies and practices and is supported by adequate, stable funding.[1]

It is also essential that a principal be aware of his or her changing leadership role. Recommendations for assisting the principal include such activities as observing other principals, discussing mutual problems with other principals, and participating in an ongoing in-service training program.

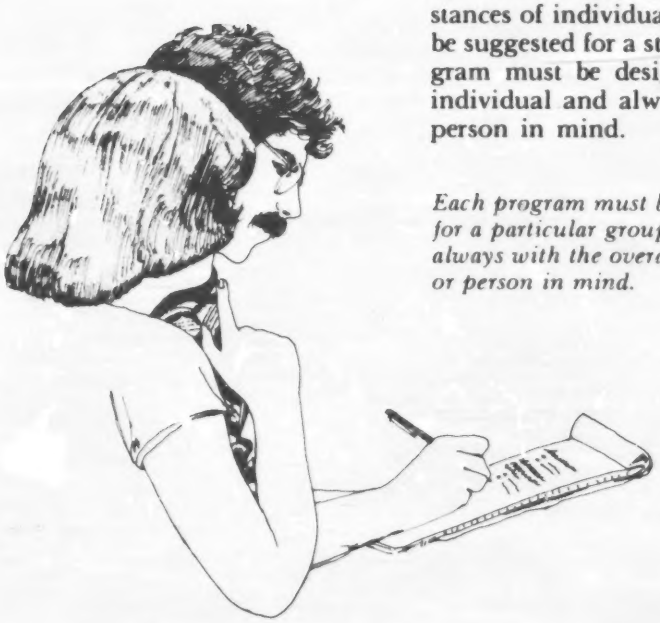
Two of the most important roles for the teacher or principal deal with human development and counseling skills.

Conclusion to Chapter 1

The rationale for staff development has been established by state and federal legislation, changing societal conditions, and organizational theory. As a guideline for helping those responsi-

[1] *The School Principal: Recommendations for Effective Leadership*. Sacramento: California State Assembly, 1978.

ble for staff development design a suitable program, eight possible content areas have been suggested. Since needs and circumstances of individual schools are varied, no one curriculum can be suggested for a staff development program. Rather, each program must be designed specifically for a particular group or individual and always with the overall goals of the group or person in mind.



Each program must be designed specifically for a particular group or individual and always with the overall goals of the group or person in mind.

Chapter 2

The Management and Process of Staff Development

Programs of staff development do not just emerge. There must be a system in which the programs can fit; and an organization must be in place to manage the planning, to ensure proper implementation of the program, and to provide for effective evaluation. Two levels of staff development management need to be considered—the district (or, where appropriate, county) and the school site. Assembly Bills 65 and 551 call for a district-level and a school-level plan for school improvement and staff development, respectively. The office of the county superintendent of schools can assume the school district role for smaller districts that are part of cooperatives or county consortia.

Management at the County or District Level

The major purpose of a district-level structure for staff development is to support local school-site staff development activities and, at times for purposes of economy, to coordinate districtwide staff development efforts. Several school districts have found that a district coordinating council, chaired by a central office person, can be effective in managing staff development at the district level. The higher in the administrative hierarchy this chairperson is, the more significant the unit will be viewed.

The district coordinating council is usually made up of people who have responsibility in such areas as ESEA Title I, special education (PL 94-142 and AB 1250), bilingual education, vocational education, and personnel and curriculum development; in addition the council will have representatives from school-site staff development committees or a site person with responsibility for coordinating staff development. In some cases individuals at the central office have full- or part-time responsibility for the management of the district staff development efforts.

In order to prevent an overlapping of responsibilities and fragmenting of staff development activities, the district or county staff development council could be assigned many responsibilities, such as the following:

1. A district policy for staff development. An initial responsibility of the district unit would be to prepare a district policy of staff development that would serve several purposes: (1) establish staff development as an important district function; (2) develop in the governing board and the central office an awareness of the importance of staff development; and (3) serve as a general framework for all school programs of staff development.

The staff development council's responsibilities could include the following:

- *Preparing a district policy*
- *Developing a district plan*
- *Serving as an adviser*
- *Establishing linkages*
- *Providing leadership*
- *Evaluating the system*

2. A district plan of staff development. The district is responsible for preparing a plan for school improvement and a plan for staff development, as called for in AB 65 and AB 551, and the staff development council could be responsible for the development of such plans. A further outcome of this planning process would be to get people together to talk about staff development in a way that would help ensure that the plan becomes a blueprint for the implementation of a staff development program. The plans should set forth necessary support systems from the central office and appropriate outside resources and provide for an evaluation of activities. The activities provided for in the plans should be consistent with the district's philosophy and school improvement objectives.

3. Advisory role. The staff development council could assist schools in developing school-site plans to ensure that the schools coordinate their funds and activities. Since the district people would have programmatic responsibility for such activities as Title I and bilingual education, they could keep individual schools apprised of changing laws, regulations, and initiatives in staff development in their respective areas. In addition to helping with plans, council members could assist in implementing and evaluating programs at the school site and in developing site "capacity" to do this.

4. Linkages and resources. An important function of the district council would be to establish linkages with the growing number of outside staff development resources. These include teacher centers, bilingual and special education training centers, and additional funding sources, such as the National Endowment for the Arts and the National Endowment for the Humanities.

5. Linkages with the superintendent, board, and outside agencies. The staff development council would make the superintendent and local governing board aware of staff development activities and of their importance; the council would be seen as an advocate group and would serve as a link, when appropriate, with the state and county staff development counterparts.

6. Districtwide leadership. There may be a need for the district to initiate certain activities, such as the training of principals, developing special education experts, or providing bilingual education training; and it would be in these kinds of tasks that the staff development council could take a leadership role. It would be crucial that any districtwide effort be linked and coordinated with school-site efforts and, most importantly, that these districtwide activities be based on the needs of students and teachers.

7. Legislation. The district staff development council would be the group to be educated about new and existing legislation related to staff development. This could be done by maintaining liaison with local legislators, the State Department of Education, and lobbyists or legislative committees of various professional groups.

8. Evaluation of staff development. The staff development council would be responsible for evaluating the staff development system at the district level to see that the structure and

system were effective, that coordinating and linkage responsibilities were being carried out, and that the process for ongoing district-level evaluation and needs assessment was working.

Management at the School-site Level

AB 551 and AB 65 provide for the establishment of a school-site group that has responsibility for staff development management. How this group is organized is up to individual school staffs. However, the key elements to keep in mind in organizing the group are that the group be representative of the staff at large, be responsive to staff needs, and be given sufficient support and time to do its job properly. In practice, this group does two things: (1) establishes the management structure for programs of staff development; and (2) develops a set of activities that comprise the overall program. If the school is a large one, an individual teacher or administrator may receive released time to assist in the management of the activities. In any case, this group is the key management body for staff development efforts at the school-site level.

The key elements in organizing a school-site group are that the group be representative of the staff at large, be responsive to staff needs, and be given sufficient support and time to do its job properly.

The legislation (AB 551 and AB 65) also provides for participation of the principal or his or her designee in the operation of the school-site group. As emphasized in a major study, staff development activities tend to be more effective when the principal participates actively in all phases of these efforts.[1]

Some of the responsibilities of the school-site staff development committee are similar to district responsibilities, but at the local level. As with the district responsibilities, AB 65 and AB 551 dictate that certain activities be carried out by this local group, as outlined below:

1. A coordinated plan and discrete activities. The school-site staff development committee is responsible for developing an overall staff development plan and discrete staff development activities to carry out the plan. It is responsible for ensuring that each set of activities is of high quality and is related to the overall thrust of the local school improvement effort. It serves as a coordinating mechanism to ensure that programs sponsored through various funding programs are coordinated as a total effort rather than as fragmented programs. This group ensures that the staff development effort is an integral part of the school's management system, whether it be associated with the school improvement plan under AB 65 or the staff development effort under AB 551.

The detailed steps of developing and implementing these discrete programs are discussed later in this chapter (page *21*).

2. Outside resources and linkages. It is school-site group that seeks outside resources and establishes linkages with other units, such as the central office staff development group, state-funded resource centers, federally funded teacher centers, special education child demonstration centers, offices of county superintendents of schools, and institutions of higher education.

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[1]Paul Berman and Milbrey Wallin McLaughlin, *Factors Affecting Implementation and Continuation*, Vol. III of *Federal Programs Supporting Educational Change*. Santa Monica, Calif.: The Rand Corp., April, 1977.

3. Principal's support. The school-site staff development committee is responsible for making continued efforts to generate the principal's enthusiastic support for the overall program and to ensure his or her continued commitment to the program. This group must have time to meet at regular intervals with the principal or his or her designee. And in these meetings, the group should furnish the principal with the necessary information to ensure that programs of staff development are understood and supported at the district, county, and state levels and by the community.

4. Legislation. The school-site group has the responsibility to be familiar with new and existing legislation as related to staff development. Such awareness can come from staying in communication with district and county entities.

5. Research and literature. The school-site group has a continuing responsibility for becomng familiar with the growing research and literature related to staff development, and the district or county office staffs can help the group by identifying the latest studies and literature. Similar information is available to the group from federal teacher centers, state school resource centers, and the State Department of Education's Office of Staff Development.

6. Community knowledge and support. One of the major responsibilities of the school-site group is to ensure that the community receive information about and provide support for staff development activities. This is necessary, particularly when released time is used for staff development activities; such time is an important component of any staff development program. Parents need to know why released time is given and why substitutes are being used in order to support such staff development strategies. In the case of AB 65, the involvement and commitment of the school-site council is a basic strategy.

7. Overall evaluation of staff development. In addition to evaluating individual staff development activities, the school-site staff development committee evaluates the total school staff development effort.

One of the major responsibilities of the school-site group is to ensure that the community receive information about and provide support for staff development activities.

An initial step in the process is to review and analyze existing programs of staff development.

Process for Carrying Out Staff Development Programs

Since the heart of staff development is the individual training program, the steps in the process of planning, implementing, and evaluating such a program are vitally important and are outlined here. These steps in the process can serve as a guide to the activities that comprise a quality training program. However, they are not meant to be used as a step-by-step plan that lacks flexibility.

1. Review staff development activities. An initial step in the process is to review and analyze existing programs of staff development. In addition almost every faculty, as a group or individually, has had various types of training, and an effective staff development program should build on and benefit from what has gone on before.

2. *Establish needs.* An overall responsibility of a staff development committee is to conduct a needs assessment to help analyze current conditions and set program priorities. An assessment of the needs of students is encouraged by AB 65 and AB 551 as a basis for setting school improvement goals. An effective assessment includes both the expressed needs of participants and the documented needs of their students. In the case of professional staff development for teachers, participant needs might be assessed through questionnaires or interviews. Student needs might be documented through analyses of test data, attendance statistics, course evaluations, or interview results. Concerns expressed about programs by the school board, parents, community members, or other staff also provide clues about perceived student needs.

In addition to the standard needs assessment, it is important that staffs be given opportunities to raise their sights beyond their own environment to seek new ideas and different solutions to long-standing and seemingly intractable school problems. This can be done by listening to guest speakers who have dealt with similar problems reviewing pertinent research, visiting other schools that have solved similar problems, and communicating with outside agencies, such as school resource centers, teacher centers, county and state offices, and institutions of higher education.

3. *Establish priorities.* After the overall needs assessment has been completed and information has been secured from outside resources, the planning group must establish, with staff approval, training priorities. The goals for individual activities should be related to established school improvement and staff development goals, as called for in AB 65 and AB 551. However, the group is cautioned to make the goals realistic so that they can be reached within the period planned for.

4. *Identify target group.* After the three preceding steps are completed, it is necessary to identify the group that is to undergo training. Training activities can be directed at the whole faculty, or they can be set for a particular group, such as a subject matter department or specific grade levels. For each subsequent activity, the target group has to be identified.

5. *Plan the content.* From the needs, goals, and nature of the target group, the content of a staff development program can be planned. Through interviews and discussions with the proposed participants, their knowledge and skill levels in the area of the planned training can be assessed. It is important to remember that the program participants must feel that they have a part in developing the program; otherwise, they may not feel that the proposed training will be useful to them. If participants feel that their time is being wasted, motivation will be lost. In this planning step, it can be determined how the program will be tailored to meet the various individual needs of the participants.

6. *Select training strategies.* Training strategies, of course, will depend upon the goals and proposed content of the staff development program; that is, whether the training will be helping the individuals gain new information about their subject-

An overall responsibility of a staff development committee is to conduct a needs assessment to help analyze current conditions and set program priorities.

From the needs, goals, and nature of the target group, the content of a staff development program can be planned.

matter disciplines, improve their problem-solving capabilities, gain an awareness of new ideas, or develop new and different instructional strategies. Awareness can be achieved through lectures, but instruction, although started with lectures, ultimately needs on-site observation, guided practice, and support. The underlying issue here, of course, is that different goals require various training strategies.

7. Identify fiscal considerations. Fiscal considerations will help determine the limits of a staff development program: outside versus inside trainers, off site versus school site, number of substitutes to be hired, and length of time for training. Sources of money available for staff development should be identified, and additional funding sources should be sought. Staff development programs need adequate fiscal support to get started and to continue.

Effective trainers model that which is being taught to the participants and use processes consistent with effective teaching and learning.

8. Select trainers. Trainers are selected who can handle effectively the training strategy chosen for the program and who are considered competent by the participants. In some cases prospective trainers may be called on to participate in the development of the training strategies. Effective trainers model that which is being taught to the participants and use processes consistent with effective teaching and learning. When possible, participants are given criteria of the model of teaching to be used in order to better understand it.

As a general rule, the training is done as close to the real situation as possible.

9. Select training site. Sites may vary according to type of activity, number of people involved, and money available for the program. As a general rule, the training is done as close to the real situation as possible—at the school site for classroom skills. Training in interpersonal and organizational skills often takes place away from the school, free from interruptions and distractions.

10. Arrange for released time for participants. The most effective training is done when the energy level of the participants is highest, and one of the best ways to do this is to provide some released time for the participants. An appropriate balance between released time as well as the individuals' "own time" should be worked out between trainers and trainees. Such time has to be in sufficient blocks to allow for continuity of training and for objectives to be met realistically. It is imperative that if released time is used, the parents are aware of it. An important ingredient of any training program includes a strategy for helping and informing community members and others to understand why "regular school time" is being used for professional staff development.

11. Design and implement evaluation strategy. It is important that an evaluation strategy be developed as part of the planning process prior to the implementation of a program. If possible, evaluation should be planned by those who set goals and plan the program, and, in any case, the evaluation strategy should be understood by the participants. This part of the process is not a one-step activity, but, rather, begins as soon as the activity begins and continues throughout the training with a final assessment at the conclusion of the activity.

12. Implement activities. In implementing the activities of a training program, one should follow the agenda as closely as possible, but maintaining flexibility for course changes if they seem appropriate. Of course, implementation and evaluation are ongoing activities. In fact, once the program is launched and training activities are developed, evaluation of the efforts becomes an integral part of the training strategy. The evaluation will help determine whether the participants' behavior has changed, the school has improved as an organization, and student learning has improved. (A detailed presentation of the evaluation process is set forth in Chapter 3.)

Conclusion to Chapter 2

A management structure at both the district and school levels is called for in the legislation. The local school is the key focus for staff development, while the district or county role is one of linkage, coordination, and support. The makeup of these management bodies will be determined by the size and needs of the school or district. An organization or system, however, is necessary at each level in order for staff development to be a continuing and sustained district and school priority.

The management of an individual staff development activity becomes a continuous cycle—from planning to implementing and evaluating and back to planning. Certain elements are integral parts of the successful process, such as clear communication, effective group skills, cooperative participation, clearly identified roles, and administrative support. Each activity, however, has to be viewed in the total context of the school's improvement efforts and the effectiveness of the contribution of the discrete activity to those efforts.

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Chapter 3

Analysis and Evaluation of Staff Development

The first part of this chapter is concerned with an analysis of the plans and strategies for staff development in a district or school. The second part deals with the evaluation of discrete staff development activities that comprise the operational part of a district or school staff development program.

Analysis of Staff Development Strategies

Several management strategies were suggested in Chapter 2. To analyze these strategies, one must simply ask certain basic questions. By asking the questions, which follow, one can determine whether a district or school has well-planned systems and structures for staff development, thus ensuring that an ongoing series of well-designed staff development activities are under way to meet the needs of students and school personnel:

1. Is there a policy that establishes overall directions and a district-school commitment to staff development? Is the policy definitive enough to furnish guidance and direction for those responsible for carrying out programs of staff development?

2. Is someone accountable for staff development? Depending upon the size of the district or school, does someone have a definite place in the organization with a line item in the budget for staff development? Are there provisions for this person to make a continued review of district or school staff development programs being carried on? Is this person familiar with new and existing legislation related to staff development? Is the person at a level in the organization where he or she is perceived as having influence and importance in the organization?

3. Is there a structure, such as a committee or coordinating council, with defined responsibilities for staff development? Is this group made up primarily of people who will be the participants in the staff development efforts? Is the membership of the group continuous? Is the group influential in the decision-making process relating to staff development and so perceived? Are there clear guidelines as to the decision-making role of this group? Are the relationships with the superintendent, building principal, and board clear, and is there support for staff development from these individuals?

4. Is there a school or district plan for staff development? Is the plan clear enough that one can determine that there is, indeed, an operating and systemwide staff development activity under way in the district? Does the plan set forth the necessary support systems from the central office and linkages between school and district? Does the plan provide linkages with outside resources, such as teacher centers and institutions of higher education? Does the plan provide for evaluation? Is there provision to see that activities are consistent with the district philosophy

and school improvement objectives called for in AB 65 and AB 551?

5. Is there a plan that provides for an overall analysis of strategies, structures, and evaluation of individual activities? Are the training programs meeting the objectives? Is the kind of improvement that which had been anticipated as a result of the training activities? Is the plan updated continually and improved as a result of such a scrutiny? Does each program of staff development establish criteria for effective programs of staff development?

Evaluation of Staff Development Activities

As noted in the introduction of this document, the staff development component is only one part of all the elements that impact on improved learning and ultimately student achievement; and, as a result, it is difficult to isolate discrete staff development activities in ways that clearly relate them to improved student performance. When a district has a program evaluation effort aimed at assessing student achievement and the school climate, staff development should be included with other components being analyzed as a part of the overall evaluation of the school improvement effort.

Attempts must be made, however, to measure the impact of discrete programs of staff development. It is suggested that the major thrust of the evaluation of staff development is identifying observable changes resulting from participation in the program, whether the changes be related to the introduction of new instructional skills, improved counseling skills, or improved group decision-making skills.

Identifying the outcomes of the program must also be seen as a function of the training; thus, at the outset it should be made clear to the participants that they are either being made aware of a new technique or strategy or are being trained and are expected to add what is taught to their repertoire of skills. Therefore, an integral part of a staff development program evaluation is having from the outset a clear understanding of what the objectives of the discrete training program are. Both those who conduct an activity and those who are clients must understand whether the program is one of creating an awareness or of developing new skills.

As a discrete program is evaluated, the evaluation starts with the very first activity and continues as long as the training continues. In other words, the first step in evaluation is establishing a clear understanding of expected outcomes, then making an analysis of the training during the activity, and, finally, determining whether the series of scheduled training events accomplished what had been projected for them. In the process, the training is continually analyzed, and the results of such analyses are made available to those responsible for its management, particularly if the training includes a series of activities over a period of time.

It may be that in the course of the training program, particularly if it is long, the objectives may have been changed along with some of the activities. It is most important that if changes

An integral part of a staff development program evaluation is having from the outset a clear understanding of what the objectives of the discrete training program are.

are made, they are mutually agreed upon by both trainers and participants. It is equally important that the rationale for changes is made clear to those who authorized the program in the first place, such as school district governing boards and school-site councils.

An early consideration in the evaluation process is whether the evaluation is to be made by someone within the system or by someone hired from outside the system. If an outside evaluator is used, time must be taken to select appropriate people and to design carefully the specifications of a proposal. An outside evaluation will probably be more expensive than an internal evaluation, and it may be more threatening. On the other hand, it probably will have more credibility and usually will raise more questions, because outsiders will not be as familiar with the nature of the local system. Internal evaluation can be mounted more quickly, probably will be less threatening, and probably will cost less. However, fewer probing questions may be asked in an internal evaluation and, thus, the evaluation may have less credibility than an evaluation completed by an outside individual or group.

A concluding issue in the evaluation of staff development activities concerns the writing of the final report. It should be written in precise, jargon-free, understandable language. Technical research language should be reserved for researchers and not used in the evaluation report.

Criteria for a Good Staff Development Activity

Throughout this document various criteria for the management, implementation, and evaluation of staff development activities have been presented. In this section they have been distilled and enumerated for quick use in evaluating staff development activities. Some people have referred to criteria, such as those that follow, as the essential components for implementing a successful staff development program:

1. The staff development activity is related to school-site school improvement objectives.
2. The activity is related to the overall staff development program.
3. The activity has a clear focus, with goals based on the needs of youngsters and teachers.
4. The goals and objectives are clearly understood by the participants.
5. The objectives remain relevant during the training, or else they are changed.
6. The activity is designed and implemented by the participants, and they also share in the evaluation strategies.
7. A variety of activities and different teaching styles are provided in the program, and the program is individualized.
8. The program involves team building, if appropriate.
9. The staff development program has provision for and utilizes a wide variety of resources in sufficient quantity to get the job done.

10. The program's activities are carried out during released time, at least some of the time; and the principal, parents, and other necessary people, such as the superintendent and board members, are informed if released time is involved.
11. The school principal is involved in all phases of the program, including actual training when appropriate.
12. The central office staff, including the superintendent, is knowledgeable of and supports the training activity.
13. The program has a built-in, continuous, effective system of evaluation that participants and trainers understand.
14. The program directors use a variety of evaluation strategies, such as interviews, observations, and questionnaires.
15. The evaluation strategies have been designed to minimize the time participants spend in the evaluation process.
16. Quick turnaround time is planned for and used in the evaluation so that what is learned gets fed back into the program quickly.
17. There is planned follow-up, including observation of skills learned.

Conclusion to Chapter 3

Analysis and evaluation are difficult but necessary. They have to be done in an open and continuous way. They have to be conducted in a way that is understood by those who make decisions concerning staff development at the district and school-site levels, by the trainers, and by the participants. Only through a continuous process of analysis and evaluation can staff development do the job it is capable of doing for our schools, our teachers, and our children.

Only through a continuous process of analysis and evaluation can staff development do the job it is capable of doing for our schools, our teachers, and our children.

Other Publications Available from the Department of Education

A Monograph on Staff Development is one of approximately 450 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

Accounting Procedures for Student Organizations (1979)	$ 1.50
California Private School Directory (1980)	5.00
California Public School Directory (1980)	11.00
California School Accounting Manual (1978)	1.65
California School Energy Concepts (1978)	.85
California School Lighting Design and Evaluation (1978)	.85
California Schools Beyond Serrano (1979)	.85
Child Care and Development Services: Report of the Commission to Formulate a State Plan (1978)	2.50
Computers for Learning (1977)	1.25
Discussion Guide for the California School Improvement Program (1978)	1.50*†
District Master Plan for School Improvement (1979)	1.50*
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: The California School Improvement Program (1977)	1.50*†
Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Students (1980)	2.50
Guidelines for Evaluation of Instructional Materials with Respect to Social Content (1980)	1.15
Handbook for Instruction on Aging (1978)	1.75
Handbook for Planning an Effective Reading Program (1979)	1.50*
Improving the Human Environment of Schools (1979)	2.50
Liability Insurance in California Public Schools (1978)	2.00
Manual of First Aid Practices for School Bus Drivers (1980)	1.25
A New Era in Special Education: California's Master Plan in Action (1980)	2.00
Parents Can Be Partners (1978)	1.35†
Pedestrian Rules of the Road in California (1979)	1.50
Pedestrian Rules of the Road in California–Primary Edition (1980)	1.50
Physical Education for Children, Ages Four Through Nine (1978)	2.50
Planning for Multicultural Education as a Part of School Improvement (1979)	1.25*
Planning Handbook (1978)	1.50*
Publicizing Adult Education Programs (1978)	2.00
Putting It Together with Parents (1979)	.85†
Reading Education Framework for California Public Schools (1980)	1.75
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
Science Framework for California Public Schools (1978)	1.65
Site Management (1977)	1.50
Social Sciences Education Framework for California Public Schools (1975)	1.10
Staff Development in Adult Education (1979)	1.75

Orders should be directed to:

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Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers.

A complete list of publications available from the Department may be obtained by writing to the address listed above.

†Also available in Spanish, at the price indicated.
*Developed for implementation of AB 65.

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